NSSE 2020
Engagement Indicators

California State University, Sacramento

About Your *Engagement Indicators* Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)
Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items
Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: **nsse.indiana.edu**

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment,* *13* (Summer/Fall), pp. 22-38.

NSSE 2020 Engagement Indicators

Overview

California State University, Sacramento

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Far West Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2019 & 2020
Academic Challenge	Higher-Order Learning	--	--	▽
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	▽	▽	▽
Learning with Peers	Collaborative Learning	▽	--	▽
	Discussions with Diverse Others	▽	▽	▽
Experiences with Faculty	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	▽	▽
	Supportive Environment	--	--	--

Seniors

| Theme	Engagement Indicator	Your seniors compared with Far West Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2019 & 2020
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	--	▽	▽
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	△	△
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	--	▽	▽
	Effective Teaching Practices	△	--	△
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	△	△	△

Academic Challenge: First-year students

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies,* and *Quantitative Reasoning.* Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Sacramento State	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
	Mean						
Higher-Order Learning	36.4	37.5	-.08	37.8	-.11	38.1 *	-.13
Reflective & Integrative Learning	33.4	35.5 **	-.18	34.9 *	-.12	35.2 *	-.15
Learning Strategies	35.0	37.1 *	-.16	38.6 ***	-.26	38.3 ***	-.24
Quantitative Reasoning	25.6	28.4 **	-.19	28.0 *	-.16	28.2 **	-.17

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions
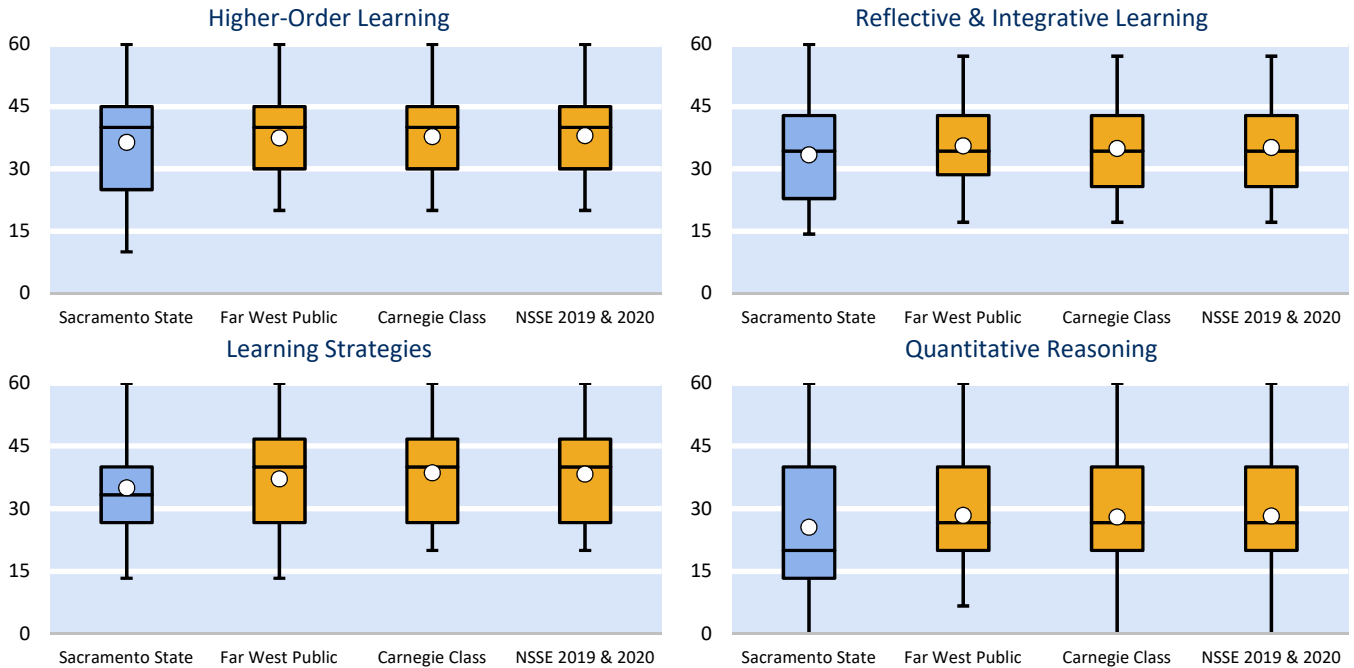
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Higher-Order Learning	Sacramento State	Percentage point difference [a] between your FY students and		
		Far West Public	Carnegie Class	NSSE 2019 & 2020
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	60	-7	-8	-10
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-4	-5	-6
4d. Evaluating a point of view, decision, or information source	67	-4	-3	-3
4e. Forming a new idea or understanding from various pieces of information	69	+1	-0	+0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	47	-7	-4	-5
2b. Connected your learning to societal problems or issues	49	-4	-2	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-4	-1	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-4	-3	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-6	-4	-4
2f. Learned something that changed the way you understand an issue or concept	67	-2	+0	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	69	-8	-7	-8
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	71	-3	-4	-4
9b. Reviewed your notes after class	58	-6	-10	-8
9c. Summarized what you learned in class or from course materials	53	-6	-11	-10
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	47	-4	-4	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-3	-2	-2
6c. Evaluated what others have concluded from numerical information	33	-9	-6	-7

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage− Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Academic Challenge: Seniors

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies,* and *Quantitative Reasoning.* Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Sacramento State	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2019 & 2020	
	Mean	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	40.5	40.3	.02	40.5	.00	40.1	.03
Reflective & Integrative Learning	39.9	38.7 *	.10	38.1 **	.14	38.1 ***	.15
Learning Strategies	36.9	38.0	-.07	39.4 ***	-.17	38.6 *	-.12
Quantitative Reasoning	30.0	30.5	-.03	30.0	.00	30.2	-.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions
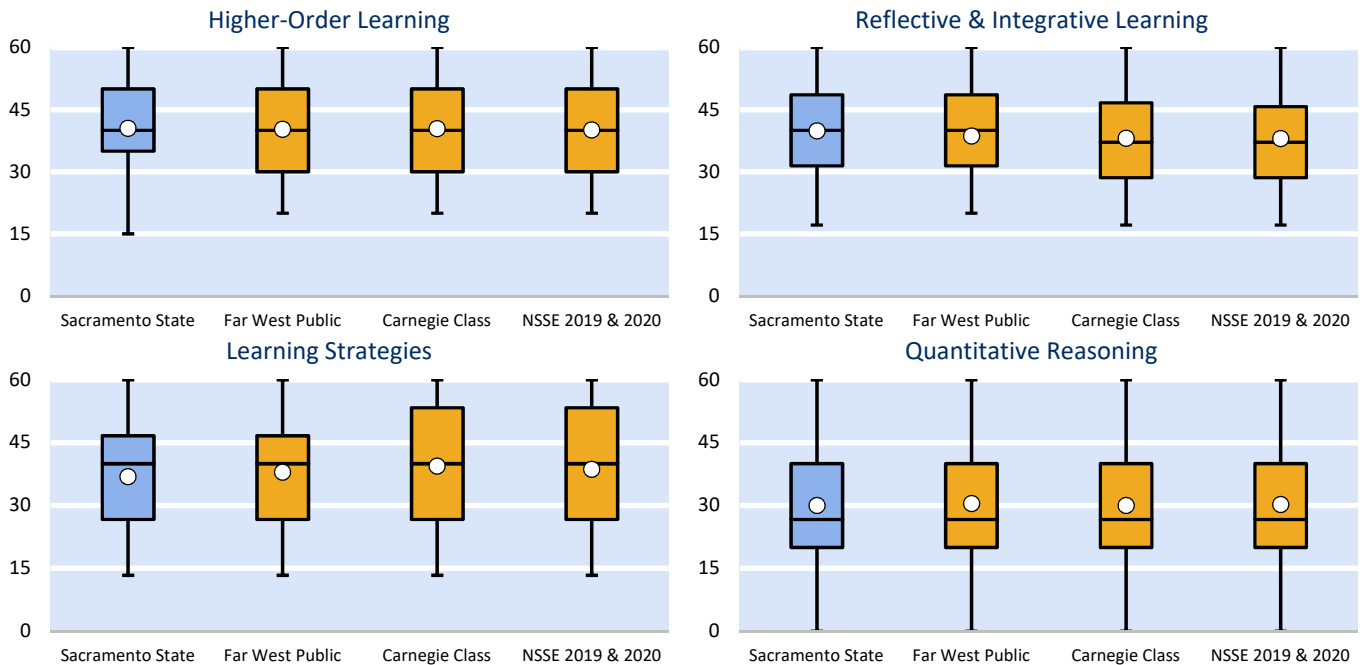
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Sacramento State	Percentage point difference [a] between your seniors and		
Higher-Order Learning		**Far West Public**	**Carnegie Class**	**NSSE 2019 & 2020**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	77	+1	-0	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+3	+3	+3
4d. Evaluating a point of view, decision, or information source	75	+2	+1	+3
4e. Forming a new idea or understanding from various pieces of information	71	-2	-3	-1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	74	+3	+7	+6
2b. Connected your learning to societal problems or issues	65	+2	+3	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62	+7	+8	+9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+2	+1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+2	+3	+3
2f. Learned something that changed the way you understand an issue or concept	72	-1	+0	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+2	+2	+3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	79	+2	-0	+1
9b. Reviewed your notes after class	60	-2	-5	-3
9c. Summarized what you learned in class or from course materials	55	-6	-12	-10
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51	-5	-4	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-1	-1	-1
6c. Evaluated what others have concluded from numerical information	48	+1	+4	+2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage− Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.
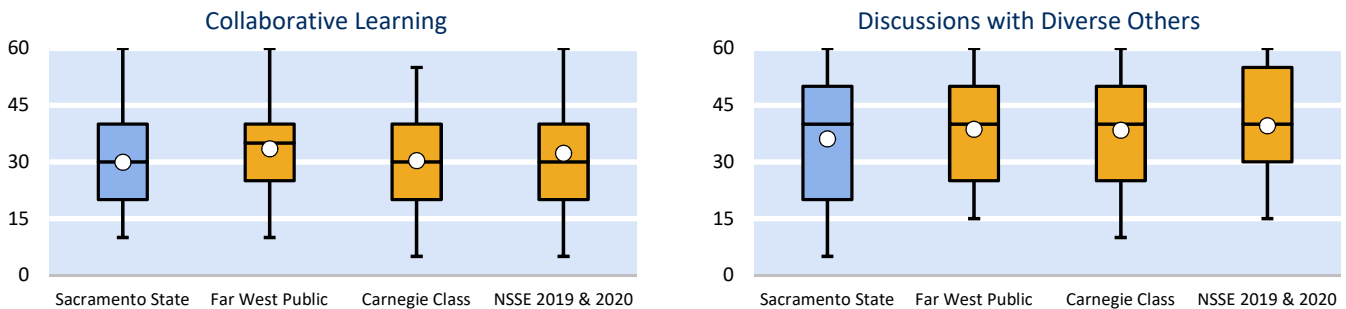
Learning with Peers: First-year students

Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

| Engagement Indicator | Sacramento State | Your first-year students compared with | | | | | |
| | | Far West Public | | Carnegie Class | | NSSE 2019 & 2020 | |
	Mean	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	29.9	33.5 ***	-.26	30.3	-.03	32.3 **	-.16
Discussions with Diverse Others	36.1	38.6 *	-.16	38.3 *	-.14	39.5 ***	-.22

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

Collaborative Learning — Discussions with Diverse Others (box-and-whisker charts for Sacramento State, Far West Public, Carnegie Class, NSSE 2019 & 2020)

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

| Collaborative Learning | Sacramento State | Percentage point difference [a] between your FY students and | | |
		Far West Public	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	45	-12	-3	-7
1f. Explained course material to one or more students	49	-9	-3	-8
1g. Prepared for exams by discussing or working through course material with other students	38	-13	-8	-12
1h. Worked with other students on course projects or assignments	53	-5	+1	-2
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	70	-3	+1	-1
8b. People from an economic background other than your own	63	-8	-6	-9
8c. People with religious beliefs other than your own	60	-4	-4	-6
8d. People with political views other than your own	50	-7	-13	-14

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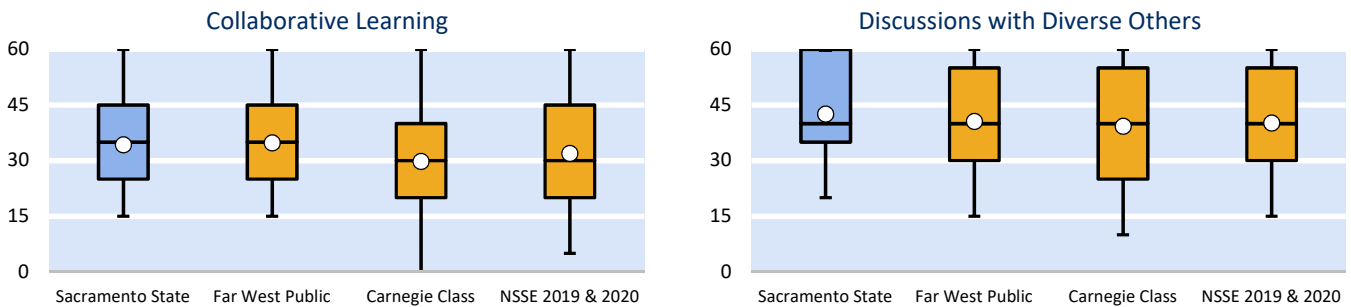
Learning with Peers: Seniors

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Mean Comparisons

	Sacramento State	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2019 & 2020	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.3	34.8	-.04	29.8 ***	.28	32.0 ***	.15
Discussions with Diverse Others	42.6	40.6 **	.13	39.3 ***	.20	40.2 **	.15

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Sacramento State	Percentage point difference [a] between your seniors and		
Collaborative Learning		Far West Public	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	44	-4	+6	+1
1f. Explained course material to one or more students	59	-2	+7	+2
1g. Prepared for exams by discussing or working through course material with other students	50	-1	+7	+3
1h. Worked with other students on course projects or assignments	70	-1	+12	+7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	81	+4	+11	+10
8b. People from an economic background other than your own	78	+4	+8	+5
8c. People with religious beliefs other than your own	75	+6	+9	+8
8d. People with political views other than your own	63	+3	-0	-2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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NSSE 2020 Engagement Indicators

Experiences with Faculty

California State University, Sacramento

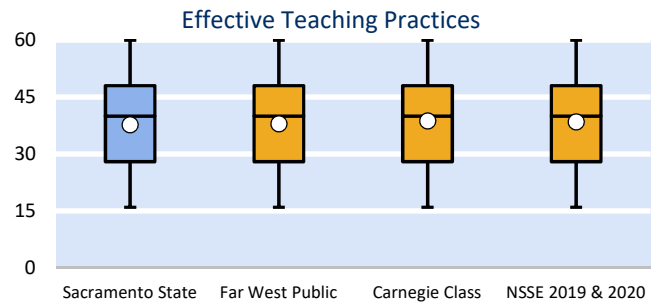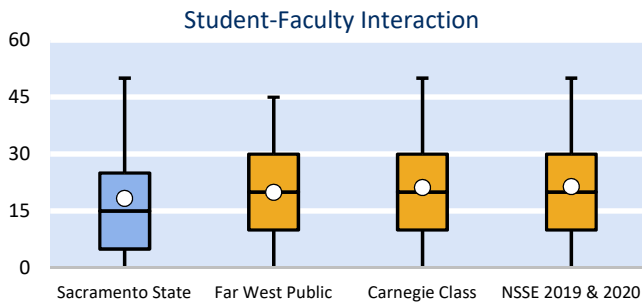## Experiences with Faculty: First-year students

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	Sacramento State							
		Your first-year students compared with						
		Far West Public		Carnegie Class		NSSE 2019 & 2020		
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size	
Student-Faculty Interaction	18.3	19.9 *	-.11	21.1 ***	-.19	21.4 ***	-.21	
Effective Teaching Practices	37.7	37.9	-.02	38.7	-.07	38.4	-.05	

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Score Distributions

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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Sacramento State	Percentage point difference [a] between your FY students and		
Student-Faculty Interaction		Far West Public	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	34	-1	-4	-4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	-2	-4	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-1	-4	-4
3d. Discussed your academic performance with a faculty member	25	-2	-6	-5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	73	-3	-4	-4
5b. Taught course sessions in an organized way	68	-3	-5	-6
5c. Used examples or illustrations to explain difficult points	71	-1	-2	-3
5d. Provided feedback on a draft or work in progress	67	+3	+2	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-2	-6	-3

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a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

NSSE 2020 Engagement Indicators

Experiences with Faculty

California State University, Sacramento

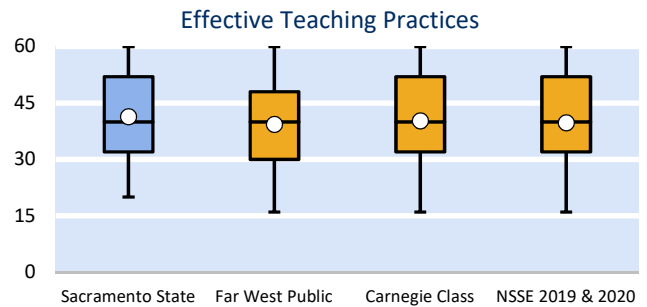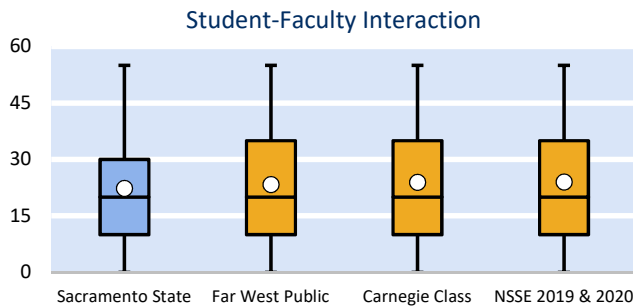## Experiences with Faculty: Seniors

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Sacramento State Mean	Far West Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2019 & 2020 Mean	Effect size
Student-Faculty Interaction	22.2	23.3	-.07	23.9 *	-.10	23.9 *	-.11
Effective Teaching Practices	41.3	39.3 **	.15	40.2	.08	39.7 *	.12

Your seniors compared with

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; $*p < .05, **p < .01, ***p < .001$ (2-tailed).

Score Distributions

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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	Sacramento State %	Far West Public	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"…				
3a. Talked about career plans with a faculty member	43	+3	-1	-0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-5	-5	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	-0	-2	-2
3d. Discussed your academic performance with a faculty member	31	-1	-5	-2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	85	+4	+4	+4
5b. Taught course sessions in an organized way	82	+7	+5	+5
5c. Used examples or illustrations to explain difficult points	81	+4	+4	+4
5d. Provided feedback on a draft or work in progress	67	+5	+3	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+3	-2	-0

Percentage point difference[a] between your seniors and

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

NSSE 2020 Engagement Indicators

Campus Environment

California State University, Sacramento

Campus Environment: First-year students

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	Sacramento State	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2019 & 2020	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	40.9	41.8	-.07	43.2 **	-.18	43.2 **	-.19
Supportive Environment	36.2	35.2	.08	35.6	.05	36.0	.02

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; $*p < .05, **p < .01, ***p < .001$ (2-tailed).

Score Distributions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Sacramento State	Percentage point difference [a] between your FY students and		
Quality of Interactions		Far West Public	Carnegie Class	NSSE 2019 & 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	43	-7	-8	-10
13b. Academic advisors	50	-1	-4	-4
13c. Faculty	44	-2	-9	-9
13d. Student services staff (career services, student activities, housing, etc.)	43	-1	-6	-5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	-1	-5	-4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	75	+2	+1	+0
14c. Using learning support services (tutoring services, writing center, etc.)	76	+0	-1	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+2	+3	+2
14e. Providing opportunities to be involved socially	68	+0	-1	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	+0	+2	+0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	+5	+4	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	+2	+1	-4
14i. Attending events that address important social, economic, or political issues	53	+8	+6	+6

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.
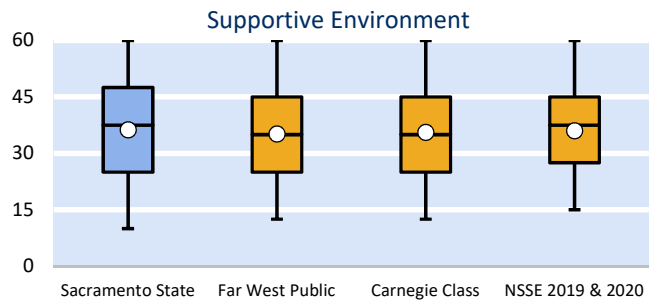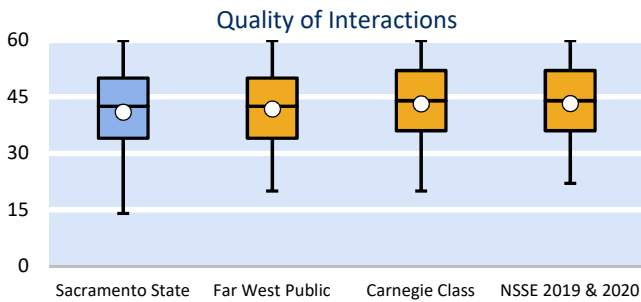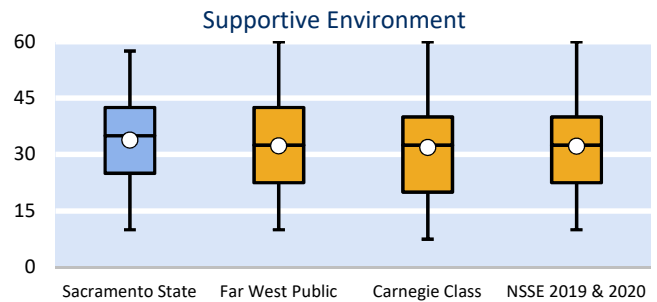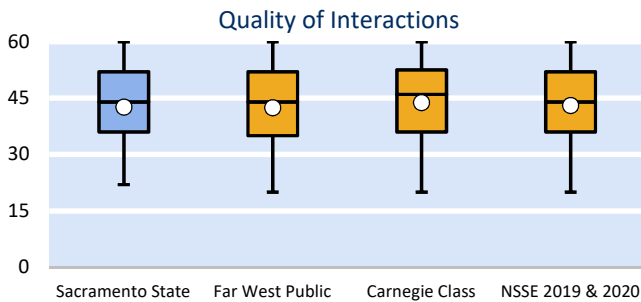
Campus Environment: Seniors

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	Sacramento State	*Your seniors compared with*					
		Far West Public		Carnegie Class		NSSE 2019 & 2020	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.7	42.5	.01	43.8	-.09	43.0	-.03
Supportive Environment	33.8	32.3 *	.10	31.9 **	.13	32.2 *	.11

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; $*p < .05$, $**p < .01$, $***p < .001$ (2-tailed).

Score Distributions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Sacramento State	*Percentage point difference [a] between your seniors and*		
Quality of Interactions		Far West Public	Carnegie Class	NSSE 2019 & 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	56	-2	-2	-2
13b. Academic advisors	50	+0	-6	-3
13c. Faculty	57	+3	-2	-0
13d. Student services staff (career services, student activities, housing, etc.)	41	-3	-7	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-4	-9	-5
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	70	+1	-1	-0
14c. Using learning support services (tutoring services, writing center, etc.)	66	+1	-2	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+7	+10	+10
14e. Providing opportunities to be involved socially	70	+7	+9	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+7	+11	+10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	+3	+2	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	+2	+5	-1
14i. Attending events that address important social, economic, or political issues	45	+5	+6	+5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **go.iu.edu/NSSE-PnP**), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:
- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[b] to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

| | | Sacramento State | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.4	39.3 ***	-.22		41.4 ***	-.39	
	Reflective and Integrative Learning	33.4	36.7 ***	-.28		39.0 ***	-.47	
	Learning Strategies	35.0	39.9 ***	-.36		42.3 ***	-.52	
	Quantitative Reasoning	25.6	29.4 ***	-.25		31.4 ***	-.38	
Learning with Peers	Collaborative Learning	29.9	35.2 ***	-.38		37.4 ***	-.55	
	Discussions with Diverse Others	36.1	41.5 ***	-.36		43.6 ***	-.52	
Experiences with Faculty	Student-Faculty Interaction	18.3	24.5 ***	-.42		28.1 ***	-.64	
	Effective Teaching Practices	37.7	40.5 ***	-.21		42.3 ***	-.32	
Campus Environment	Quality of Interactions	40.9	45.2 ***	-.38		47.2 ***	-.53	
	Supportive Environment	36.2	37.9	-.13		40.0 ***	-.29	

Seniors

| | | Sacramento State | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.5	41.7	-.09	✓	43.2 ***	-.20	
	Reflective and Integrative Learning	39.9	39.8	.01	✓	41.8 ***	-.15	
	Learning Strategies	36.9	40.7 ***	-.26		42.7 ***	-.40	
	Quantitative Reasoning	30.0	31.4	-.09	✓	33.4 ***	-.21	
Learning with Peers	Collaborative Learning	34.3	36.0 **	-.12		38.4 ***	-.30	
	Discussions with Diverse Others	42.6	42.1	.04	✓	43.8	-.08	✓
Experiences with Faculty	Student-Faculty Interaction	22.2	29.7 ***	-.47		33.2 ***	-.69	
	Effective Teaching Practices	41.3	41.8	-.03	✓	43.7 ***	-.18	
Campus Environment	Quality of Interactions	42.7	45.2 ***	-.22		47.4 ***	-.39	
	Supportive Environment	33.8	34.6	-.06	✓	36.8 ***	-.21	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

NSSE 2020 Engagement Indicators

Detailed Statistics[a]
California State University, Sacramento

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Sacramento State (N = 320)	36.4	14.4	.81	10	25	40	45	60				
Far West Public	37.5	12.9	.18	20	30	40	45	60	353	-1.1	.193	-.083
Carnegie Class	37.8	13.2	.10	20	30	40	45	60	329	-1.4	.084	-.106
NSSE 2019 & 2020	38.1	13.2	.05	20	30	40	45	60	322	-1.7	.039	-.127
Top 50%	39.3	13.1	.06	20	30	40	50	60	323	-2.9	.000	-.225
Top 10%	41.4	12.8	.14	20	35	40	50	60	340	-5.0	.000	-.388
Reflective & Integrative Learning												
Sacramento State (N = 361)	33.4	13.2	.69	14	23	34	43	60				
Far West Public	35.5	11.6	.16	17	29	34	43	57	399	-2.1	.003	-.181
Carnegie Class	34.9	12.0	.09	17	26	34	43	57	371	-1.5	.033	-.124
NSSE 2019 & 2020	35.2	12.0	.04	17	26	34	43	57	363	-1.8	.011	-.147
Top 50%	36.7	11.8	.06	17	29	37	46	57	365	-3.3	.000	-.278
Top 10%	39.0	11.7	.15	20	31	40	49	60	393	-5.6	.000	-.470
Learning Strategies												
Sacramento State (N = 280)	35.0	14.0	.84	13	27	33	40	60				
Far West Public	37.1	13.6	.20	13	27	40	47	60	5,072	-2.1	.011	-.157
Carnegie Class	38.6	13.8	.11	20	27	40	47	60	17,307	-3.6	.000	-.263
NSSE 2019 & 2020	38.3	13.8	.05	20	27	40	47	60	69,138	-3.3	.000	-.242
Top 50%	39.9	13.7	.07	20	33	40	53	60	35,361	-5.0	.000	-.360
Top 10%	42.3	14.1	.16	20	33	40	53	60	8,008	-7.4	.000	-.521
Quantitative Reasoning												
Sacramento State (N = 288)	25.6	16.6	.98	0	13	20	40	60				
Far West Public	28.4	14.9	.21	7	20	27	40	60	315	-2.8	.005	-.190
Carnegie Class	28.0	15.3	.12	0	20	27	40	60	296	-2.4	.015	-.157
NSSE 2019 & 2020	28.2	15.3	.06	0	20	27	40	60	289	-2.7	.007	-.173
Top 50%	29.4	15.2	.07	7	20	27	40	60	290	-3.9	.000	-.254
Top 10%	31.4	15.3	.16	7	20	33	40	60	9,912	-5.8	.000	-.379
Learning with Peers												
Collaborative Learning												
Sacramento State (N = 414)	29.9	14.3	.70	10	20	30	40	60				
Far West Public	33.5	13.6	.18	10	25	35	40	60	6,062	-3.6	.000	-.263
Carnegie Class	30.3	15.1	.10	5	20	30	40	55	21,458	-.4	.554	-.029
NSSE 2019 & 2020	32.3	14.7	.05	5	20	30	40	60	85,252	-2.4	.001	-.162
Top 50%	35.2	13.7	.06	15	25	35	45	60	53,026	-5.3	.000	-.385
Top 10%	37.4	13.5	.13	15	30	40	45	60	11,429	-7.5	.000	-.553
Discussions with Diverse Others												
Sacramento State (N = 283)	36.1	17.2	1.02	5	20	40	50	60				
Far West Public	38.6	15.5	.22	15	25	40	50	60	310	-2.5	.018	-.160
Carnegie Class	38.3	16.2	.12	10	25	40	50	60	17,450	-2.3	.020	-.139
NSSE 2019 & 2020	39.5	15.6	.06	15	30	40	55	60	284	-3.4	.001	-.220
Top 50%	41.5	15.0	.07	20	30	40	55	60	285	-5.4	.000	-.358
Top 10%	43.6	14.5	.15	20	35	45	60	60	294	-7.5	.000	-.516

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Sacramento State (N = 342)	18.3	15.0	.81	0	5	15	25	50				
Far West Public	19.9	14.4	.20	0	10	20	30	45	5,510	-1.6	.046	-.112
Carnegie Class	21.1	14.7	.11	0	10	20	30	50	19,046	-2.9	.000	-.194
NSSE 2019 & 2020	21.4	14.6	.05	0	10	20	30	50	75,744	-3.1	.000	-.212
Top 50%	24.5	14.7	.09	5	15	20	35	55	27,066	-6.2	.000	-.420
Top 10%	28.1	15.5	.26	5	15	25	40	60	3,873	-9.8	.000	-.637
Effective Teaching Practices												
Sacramento State (N = 307)	37.7	13.6	.78	16	28	40	48	60				
Far West Public	37.9	12.9	.18	16	28	40	48	60	5,321	-.2	.774	-.017
Carnegie Class	38.7	13.5	.10	16	28	40	48	60	18,316	-.9	.221	-.070
NSSE 2019 & 2020	38.4	13.2	.05	16	28	40	48	60	72,862	-.7	.338	-.055
Top 50%	40.5	13.2	.08	20	32	40	52	60	30,599	-2.8	.000	-.212
Top 10%	42.3	14.1	.15	16	32	44	56	60	8,650	-4.5	.000	-.322
Campus Environment												
Quality of Interactions												
Sacramento State (N = 247)	40.9	13.7	.87	14	34	43	50	60				
Far West Public	41.8	12.2	.18	20	34	43	50	60	268	-.9	.323	-.072
Carnegie Class	43.2	12.3	.10	20	36	44	52	60	15,924	-2.2	.005	-.181
NSSE 2019 & 2020	43.2	11.8	.05	22	36	44	52	60	247	-2.3	.009	-.195
Top 50%	45.2	11.2	.07	24	38	46	54	60	248	-4.2	.000	-.377
Top 10%	47.2	11.6	.14	25	40	50	58	60	259	-6.3	.000	-.534
Supportive Environment												
Sacramento State (N = 260)	36.2	15.4	.96	10	25	38	48	60				
Far West Public	35.2	13.5	.20	13	25	35	45	60	281	1.1	.269	.080
Carnegie Class	35.6	13.8	.11	13	25	35	45	60	265	.6	.512	.046
NSSE 2019 & 2020	36.0	13.5	.05	15	28	38	45	60	260	.2	.801	.018
Top 50%	37.9	13.1	.07	18	30	38	48	60	262	-1.7	.084	-.127
Top 10%	40.0	12.9	.17	18	33	40	50	60	275	-3.8	.000	-.291

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2020 Engagement Indicators
Detailed Statistics[a]
California State University, Sacramento

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Sacramento State (N = 443)	40.5	14.1	.67	15	35	40	50	60				
Far West Public	40.3	13.6	.12	20	30	40	50	60	12,855	.2	.718	.017
Carnegie Class	40.5	13.6	.07	20	30	40	50	60	37,599	.0	.941	.004
NSSE 2019 & 2020	40.1	13.5	.04	20	30	40	50	60	142,580	.4	.522	.030
Top 50%	41.7	13.4	.05	20	35	40	55	60	62,851	-1.2	.058	-.091
Top 10%	43.2	13.3	.11	20	35	40	55	60	15,725	-2.7	.000	-.200
Reflective & Integrative Learning												
Sacramento State (N = 497)	39.9	12.5	.56	17	31	40	49	60				
Far West Public	38.7	12.4	.11	20	31	40	49	60	13,527	1.2	.027	.101
Carnegie Class	38.1	12.6	.06	17	29	37	47	60	39,857	1.8	.002	.142
NSSE 2019 & 2020	38.1	12.5	.03	17	29	37	46	60	151,146	1.9	.001	.150
Top 50%	39.8	12.2	.05	20	31	40	49	60	62,409	.1	.834	.009
Top 10%	41.8	12.0	.12	20	34	40	51	60	10,561	-1.8	.001	-.153
Learning Strategies												
Sacramento State (N = 409)	36.9	14.9	.74	13	27	40	47	60				
Far West Public	38.0	14.3	.13	13	27	40	47	60	12,385	-1.1	.141	-.074
Carnegie Class	39.4	14.5	.08	13	27	40	53	60	36,070	-2.5	.001	-.171
NSSE 2019 & 2020	38.6	14.6	.04	13	27	40	53	60	136,528	-1.7	.018	-.117
Top 50%	40.7	14.5	.05	20	33	40	53	60	70,047	-3.8	.000	-.260
Top 10%	42.7	14.4	.10	20	33	40	60	60	22,821	-5.7	.000	-.398
Quantitative Reasoning												
Sacramento State (N = 424)	30.0	16.3	.79	0	20	27	40	60				
Far West Public	30.5	16.0	.15	0	20	27	40	60	12,526	-.5	.545	-.030
Carnegie Class	30.0	16.2	.09	0	20	27	40	60	36,504	.0	.972	.002
NSSE 2019 & 2020	30.2	16.2	.04	0	20	27	40	60	138,248	-.2	.771	-.014
Top 50%	31.4	16.1	.05	7	20	33	40	60	89,053	-1.4	.073	-.087
Top 10%	33.4	15.9	.12	7	20	33	40	60	17,851	-3.3	.000	-.211
Learning with Peers												
Collaborative Learning												
Sacramento State (N = 539)	34.3	13.9	.60	15	25	35	45	60				
Far West Public	34.8	14.0	.12	15	25	35	45	60	13,969	-.5	.413	-.036
Carnegie Class	29.8	16.2	.08	0	20	30	40	60	558	4.5	.000	.281
NSSE 2019 & 2020	32.0	15.6	.04	5	20	30	45	60	543	2.3	.000	.149
Top 50%	36.0	14.0	.05	15	25	35	45	60	82,625	-1.6	.007	-.116
Top 10%	38.4	13.6	.11	15	30	40	50	60	14,911	-4.1	.000	-.299
Discussions with Diverse Others												
Sacramento State (N = 415)	42.6	14.9	.73	20	35	40	60	60				
Far West Public	40.6	15.7	.14	15	30	40	55	60	12,439	2.1	.008	.132
Carnegie Class	39.3	16.6	.09	10	25	40	55	60	36,199	3.3	.000	.202
NSSE 2019 & 2020	40.2	15.9	.04	15	30	40	55	60	137,119	2.4	.002	.152
Top 50%	42.1	15.5	.05	15	30	40	60	60	88,524	.6	.458	.037
Top 10%	43.8	15.3	.10	20	35	45	60	60	22,221	-1.2	.121	-.077

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Sacramento State (N = 472)	22.2	15.9	.73	0	10	20	30	55				
Far West Public	23.3	15.8	.14	0	10	20	35	55	13,165	-1.1	.141	-.069
Carnegie Class	23.9	16.2	.08	0	10	20	35	55	38,597	-1.6	.029	-.101
NSSE 2019 & 2020	23.9	16.1	.04	0	10	20	35	55	146,386	-1.7	.021	-.106
Top 50%	29.7	15.9	.09	5	20	30	40	60	33,534	-7.4	.000	-.468
Top 10%	33.2	16.0	.21	10	20	35	45	60	6,155	-11.0	.000	-.689
Effective Teaching Practices												
Sacramento State (N = 438)	41.3	13.1	.62	20	32	40	52	60				
Far West Public	39.3	13.6	.12	16	30	40	48	60	12,854	2.1	.002	.152
Carnegie Class	40.2	14.1	.07	16	32	40	52	60	37,606	1.1	.099	.079
NSSE 2019 & 2020	39.7	13.8	.04	16	32	40	52	60	142,416	1.6	.015	.117
Top 50%	41.8	13.7	.06	20	32	40	52	60	53,631	-.4	.500	-.032
Top 10%	43.7	13.4	.12	20	36	44	56	60	12,209	-2.4	.000	-.177
Campus Environment												
Quality of Interactions												
Sacramento State (N = 372)	42.7	11.9	.62	22	36	44	52	60				
Far West Public	42.5	12.2	.12	20	35	44	52	60	11,525	.2	.793	.014
Carnegie Class	43.8	12.3	.07	20	36	46	53	60	32,855	-1.1	.084	-.090
NSSE 2019 & 2020	43.0	12.1	.03	20	36	44	52	60	126,397	-.4	.550	-.031
Top 50%	45.2	11.7	.05	24	38	48	54	60	56,971	-2.6	.000	-.219
Top 10%	47.4	12.0	.09	24	40	50	58	60	18,475	-4.7	.000	-.392
Supportive Environment												
Sacramento State (N = 386)	33.8	13.9	.71	10	25	35	43	58				
Far West Public	32.3	14.3	.13	10	23	33	43	60	12,075	1.5	.044	.104
Carnegie Class	31.9	14.5	.08	8	20	33	40	60	35,105	1.9	.010	.132
NSSE 2019 & 2020	32.2	14.2	.04	10	23	33	40	60	133,299	1.6	.026	.113
Top 50%	34.6	14.0	.06	13	25	35	45	60	58,975	-.8	.269	-.056
Top 10%	36.8	14.1	.14	13	28	38	48	60	10,943	-3.0	.000	-.212

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.